

ACTFL World Languages 21st Century Skills

<http://actfl21stcenturyskillsmap.wikispaces.com>

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3342>

The final document can be downloaded from the Wikispace or the ACTFL site

1. Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

Ideas for learning:

2. Collaboration

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Ideas for learning:

3. Critical Thinking and Problem Solving

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Ideas for learning:

4. Creativity and Innovation

Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.

Ideas for learning:

5. Information Literacy

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Ideas for learning:

6. Media Literacy

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Ideas for learning:

7. Technology Literacy

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Ideas for learning:

8. Flexibility and Adaptability

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Ideas for learning:

9. Initiative and Self-Direction

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Ideas for learning:

10. Social and Cross-Cultural Skills

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Ideas for learning:

11. Productivity and Accountability

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Ideas for learning:

12. Leadership and Responsibility

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

Ideas for learning:

Interdisciplinary Themes

1. Global Awareness

2. Financial, Economic, Business and Entrepreneurial Literacy

3. Civic Literacy

4. Health Literacy

I. What do you think are the three most critical 21st century skills to focus on for you during these next school year?

ACTFL 21 st century skill	Why is this skill important to you at this time?	How are you going to implement these skills into student learning?

II. Ed Steps: Global competence: <http://www.edsteps.org>

4 elements: investigate the world; recognize perspectives; communicate ideas; take action

Global Education: Bringing the World to Your Classroom

GLOBAL COMPETENCE MATRIX FOR WORLD LANGUAGES

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> ■ Use knowledge of language and culture to identify issues and frame researchable questions of local, regional, or global significance. ■ Use a variety of domestic and international sources, media, and experiences in the target language to identify and weigh relevant evidence to address globally significant researchable questions. ■ Analyze, integrate, and synthesize evidence, taking into account cultural and linguistic contexts, to construct coherent responses appropriate to globally significant questions. ■ Use their knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express their own perspectives and understandings of the world, and determine how language and culture inform and shape those perspectives and understandings. ■ Examine the perspectives of other people, groups, or schools of thought and how language and culture influences those perspectives. ■ Explain how cultural and linguistic interactions influence situations, events, issues, ideas, and language, including the development of knowledge. ■ Explore and describe how different levels of language proficiency and access to knowledge, technology, and resources affect opportunities and quality of life for individuals and societies. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express how linguistically diverse people may perceive different meanings from the same words or non-verbal cues and how this impacts communication and collaboration. ■ Use the target language for interpersonal, interpretive, and presentational purposes, including appropriate verbal and nonverbal behavior and strategies, to communicate with the target culture. ■ Select and use appropriate technology and media to connect with native speakers of the target language, present information, concepts, or ideas of global significance, and/or develop creative products within the target language. ■ Reflect on how the use and knowledge of diverse languages promotes effective communication, understanding, and collaboration with and within various cultures. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Use their native and studied languages and culture to identify and create opportunities for personal or collaborative action to improve conditions. ■ Use linguistic and cultural knowledge to assess options and plan actions, taking into account previous approaches, varied perspectives, and potential consequences. ■ Use their native and studied languages and cross-cultural knowledge to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action. ■ Reflect on how proficiency in more than one language contributes to their capacity to advocate for and contribute to improvement locally, regionally, or globally.